



# Spiritual, Moral, Social & Cultural (SMSC) policy

Policy Review Details
This policy will be reviewed in line with our policy review schedule.
Date of Issue: May 2023
Date of next review: Summer 2025



## Our Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community. We have high aspirations for all of our children and through a safe, happy and engaging learning environment we prepare our children to become successful, confident and caring lifelong learners. We understand the important role that parents and carers have in their children's education and at Rosehill we ensure that parents are well-informed and provide regular opportunities for them to share in, and celebrate their children's learning.

## Our aims

- To create a safe, happy and engaging learning environment.
- To uphold our Christian values as part of our day to day lives, in school and within the wider community.
- To provide high quality and memorable learning experiences, enabling all our children to experience success.
- To maintain strong links with parents and carers, so that we can jointly ensure that 'Rosehill Children Can Find Great Success'.
- To maintain strong links with the wider community and beyond, to 'do all you can'.
- To provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven that will lead to sustained mastery for all with unlimited aspiration.
- To provide an opportunity to develop interests and overcome barriers through our curriculum drivers. The drivers are used alongside our values to underpin the direction and development of all areas of school life.

### Our Curriculum Drivers



## Our Values

We are committed to our Christian values and teaching the children at Rosehill how to apply them to their daily lives. Our children use 'Rosehill Children Can Find Great Success' to

Respect

Compassion

Courage

Forgiveness

Generosity

Service

### **Safeguarding Statement**

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

# Spiritual, Moral, Social and Cultural Policy

## Introduction

At Rosehill Methodist Primary Academy, the personal development of students is a part of our academic and pastoral work. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals.

As a Methodist academy with a strong Methodist ethos the development of SMSC is a thread that runs through all aspects of education and personal development within the academy. The Methodist Our Calling document and the Church Experience are key elements of our approach to SMSC but is by no means the only facet of the academy's SMSC development.

Our school values are an integral part to our ethos and we are committed to teaching the children at Rosehill how to apply our Christian values to their daily lives.

## Values -



These values, along with our curriculum drivers are at the centre of our approach to developing children's personal development across the whole curriculum.

## Curriculum Drivers -



We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies, a restorative justice approach, promoting courageous advocacy, as well as themes events. No academy can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible.

We strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, sex, sexual orientation, ethnicity, race, culture / nationality and religious background, sexuality, disability or special educational needs and ability.

The academy takes an active approach to the development of spiritual, moral, social and

cultural aspects of our pupils and the monitoring of its impact on pupils at all stages of their education.

Although the Headteacher has ultimate responsibility for ensuring that SMSC has a high priority in the school curriculum, because we see SMSC as being evident in all aspects of school life its development and successful implementation is shared by several members of staff. Including:

Ms Wise / Mrs Buller	PSHE Lead / co-ordinator
Rev Rob Balfour	School Chaplain
Mrs Goodwin	Assistant Head – responsible for collective worship & ethos
Mrs Roberts	RE co-ordinator
MRs Rowson	Pastoral Lead

Mrs Goodwin leads the academy's Working Together Council. The School Chaplain offers assistance as required and trains children from Year 5 to be Junior Worship Leaders. The SMSC policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

## Definitions

The following definitions are used within the context of this policy and in the development of SMSC throughout the academy

<b>Spiritual development</b>	This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.
<i>Child friendly definition</i>	<i>What makes me me? What makes me tick?</i>

  

<b>Moral development</b>	This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.
<i>Child friendly definition</i>	<i>How do I click with others? What is right and wrong?</i>

  

<b>Social development</b>	This can be defined as a personal development concerned with living in a community rather than alone.
<i>Child friendly definition</i>	<i>What makes society tick? How can I work/learn with others?</i>

<b>Cultural development</b>	This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.
<i>Child friendly definition</i>	<i>Where do I fit in? What could my future hold?</i>

## Aims

*Our Academy aims to encourage spiritual development by actively:*

- planning opportunities to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils the opportunity to understand human feelings and emotions. The way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which;
- value pupils' questions and give them space for their own thoughts, ideas and concerns;
- enable pupils to make connections between aspects of their learning;
- encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'; and monitoring in simple, pragmatic ways, the success of what is provided.

We incorporate the Windows, Mirrors, Doors approach (developed by Liz Mills) as a way of helping teachers understand how spiritual development can be promoted through the life and work of the academy.

**WINDOWS:** giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short).

In this children are learning about life in all its fullness.

**MIRRORS:** giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

**DOORS:** giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

More recently we have started to use the idea of **Wows, Ows & Nows** to help children to discovery and develop a language in which to express their developing spirituality.

**WOW Moments** - These are the awe and wonder moments. The times when you want to breathe in and capture the feeling, holding onto it as long as you can.

**OW Moments** - These are the blows life can bring. They can knock the breath out of you.

**NOW Moments** - These are the everyday ordinary times: being able to be present in the moment, being open and receptive to life, because God is not just for emergencies!

*Our academy aims to encourage pupils' moral development by:*

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the academy
- promoting racial, religious and other forms of equality;
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong; putting this into practice through commitment to Fairtrade and support of other charitable causes;
- developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- rewarding expressions of moral insights and good behaviour; including the awarding of house points
- modelling, through the quality of relationships and interactions the principles which we wish to promote – for example fairness, integrity, respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and morals of the different cultures represented in the academy and wider community;
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment and using restorative justice as part of our behaviour policy
- Through our mascot, Cuthbert the Lion, promote and encourage courageous advocacy throughout the school. (The mascot is passed onto classes / year groups where individual have expressed an interest in organising a charity event
- developing codes of behaviour and providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- reinforcing the academy's values through images, posters, classroom displays, etc.
- monitoring in simple ways, the success of what is provided.

*Our academy aims to encourage pupils' social development by:*

- identifying key values and principles on which academy and community life is based
  - fostering a sense of community, with common, inclusive values; promoting racial, religious and other forms of equality; encouraging pupils to work co-operatively;
  - encouraging pupils to recognise and respect social differences and similarities;
  - providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, academy productions etc.
  - helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect;
  - helping pupils resolve tensions between their own aspirations and those of the group or wider society;
  - providing conceptual and linguistic framework within which to understand and debate social issues;
  - providing opportunities for engaging in the democratic process and participating in community life; e.g. school mayor & council elections
  - providing opportunities for pupils to exercise leadership and responsibility, e.g. play ambassadors, buddies, school council & mayor, house captains, working together committee,
  - working with the wider school community to strengthen our impact through involvement with local community groups, Friends of Rosehill and church links such as those forged through the church / class twinning
- providing positive and effective links with the world of work and the wider community;
- monitoring in simple, pragmatic ways, the success of what is provided.

*Our academy aims to encourage pupils' cultural development by:*

- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality
- extending pupils' knowledge and use of cultural imagery and language
- encouraging them to think about special events in life and how they are celebrated;
- recognising and nurturing particular gifts and talents
- increase children's cultural capital by providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits;
- reinforcing the academy's cultural links through displays, posters, exhibitions, etc
- develop understanding of protected characteristics through explicit planning for pupils from EYFS to Year 6 with careful and purposeful selection of age-appropriate books to promote diversity. Participate in Tameside events such as KS1 Tango's Big Adventure
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring in simple ways, the success of what is provided.